



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

REQUIREMENTS FOR REVISING THE FIVE-YEAR COMPREHENSIVE EDUCATION PLAN (5YCEP)

SCHOOL 5YCEP REVISIONS

After a school has been identified for improvement, and after any challenges have been resolved, the school must develop or revise a school plan that must be approved by the district.

The school must develop or revise the plan not later than three months after being identified for improvement and the plan must cover a two-year period. It must include the following elements:

Consultation – The law contemplates that the school will engage in significant consultation during the development of this plan, and mandates consultation specifically with parents, school staff, the district serving the school and outside experts.

Scientifically-based research – NCLB references the need for “scientifically-based research” throughout the law. With regard to schools identified for improvement, the law requires that the improvement plan incorporate strategies based on scientifically-based research. These strategies must strengthen the “core academic subjects” in the school and address the specific academic issues that caused the school to be identified for school improvement.

Successful policies and practices – The plan must adopt policies and practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all students enrolled in the school (including those who are in major racial / ethnic groups, limited English proficient, low income, and disabled) will meet the state’s proficient level of achievement by the end of school year 2013-14.

Professional development – The school’s improvement plan must specifically describe how the school will commit 10 percent of its ESEA Title I, Part A funds for professional development for each fiscal year the school is identified. The plan must specifically describe how these funds will be used to remove the school from school improvement status. The law also newly requires that the school’s plan incorporate a teacher-mentoring program.

Specific annual, measurable objectives – The plan must include a road map of how the school will get all students to the proficient level of achievement by school year 2013-14. The plan must establish specific annual, measurable objectives for continuous and substantial progress by students enrolled in the school in each of the disaggregated subgroups that will ensure that all the subgroups will meet the state's proficient level of achievement on the state academic assessment by the deadline. These annual measurable objectives must be developed in accordance with the state's measure of AYP.

Notice to parents – The plan must describe how the school will provide written notice about the identification to parents of each student enrolled in the school. This notice must be sent in a format and, to the extent practicable, in a language that the parents can understand. The plan must also include strategies to promote effective parental involvement in the school.

Additional time – The plan must incorporate, as appropriate, activities before school, after school, during the summer and during any extension of the school year.

Shared responsibility for improvement – The plan must specify the responsibilities of the school, the district and the state, including a description of the technical assistance to be provided by the district and the district's fiscal responsibilities under supplement not supplant, comparability and maintenance of effort.

Also, in the school's discretion, the plan may include a strategy for the implementation of a comprehensive school reform model that meets all the requirements of the related Comprehensive School Reform Program, ESEA Title I, Part F.